Ms. Henry’s Project 2009 – 2010

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| **Day** | **Standard /**  **Learning Target** | **Instructional Procedures** | **Assessments** | |
| **01** | \*To observe, infer, and develop a hypothesis | \*Students (with my help) will form a CSI team of 2 girls and 2 boys  \*Students will be asked to choose a team name within a few days  \*Hand out the skills lab titled, “Who Stole Dave’s MP3 Player?”  \*Students will need to discuss, the situation explained on the paper, making observations, inferences, and developing their hypothesis  \*Students will write out their analysis and conclusion to the investigation. | Team Cooperation  Team nalysis to the crime | |
| **02** | \*See Monday  \*To understand how police secure a crime scene | \*Complete yesterday’s crime investigation  \*Turn in  \*Teacher will read Lesson 2 to students from page 16 - 21 | Team analysis to the investigation | |
| **03** | \*See Monday  \*To understand what are the benefits and drawbacks of direct evidence  \*To learn what methods are used to help witnesses identify suspects. | \*After students are in their seats, tell them you need to remove one person from the room for a while  \*Select that person and send them to the office for 10 minutes  \*Hand out the lesson 3 masters. Explain to students about the Discovery Activity. Have them write down the description of the missing person.  \*Call the missing person back and ask him/her to stand in the front of the room.  \*Have one person stand up and read how they had described that person. | Assess their cooperation and participation | |
| **04** | \*To understand why physical evidence is essential to solving a crime  \*To understand the difference between direct evidence and physical evidence.  \*To learn about Locard’s principle | Go over student homework on using lineups and mug shots.  \*Have students take notes about physical evidence from the board. Teacher will read page 30 and page 31 from the text.  \*Assign lesson 3 assessment for homework. Hand students a master with questions to be answered. | Discussion of home work | |
| **05** | \*To collect physical evidence  \*To understand what investigators need to do before they begin to search a crime scene. | \*Collect homework. (Only one from each team; all team names should be included)  \*Complete discover activity as on page 32. Ask students to use their index card to complete the answers and observations to the “Discover Activity”  \*Hand out the packet that goes to lesson 4. Ask students to read with their teammates and highlight important information. Answer all questions that apply to the masters. (This may need to be completed tomorrow) | Text activity – page 32 and 34 | |
| **06** | \*To review Chapter 1 of solving crimes | \*Hand out the study guide of review on shapter 1. Ask students to read over each section concepts, discussing and adding any additional fact of information that they remember.  \* They should turn the worksheet over and they nay answer the review and assessment questions together  \*Collect worksheets  \*Ask for student reports of any crimes they heard about over the weekend | Team Assessment | |
| **07** | \*To learn the three major types of fingerprints | \*Hand out fingerprint packets  \*Read over the descriptions with students. Have students answer the two questions on page 75 (1st page)  \*Possibly have students read on with their individual teams the objectives of this lesson with the concepts and facts. | Discussion | |
| **08** | \*To identify their own fingerprints as one of three major types | \*Return to the fingerprinting package from yesterday. Read through a few more pages.  \*Hand out a large index card to each student. Discuss the method to make an accurate fingerprint on the card.  \*Each CSI team will use a stamp pad at their table to complete their own fingerprinting.  \*When finished they should wash their hands.  \*When the fingerprinting is dry, Identify and label their prints  \*Collect | Individual fingerprint cards | |
| **09** | \*To identify the three types of fingerprints and specific pattern structures | \*Have students complete the fingerprint packet with their CSI teams.  \*They should read and help each other.  \*They are to keep these packets with their unit materials, do not collect.  \*Have students complete the self-evaluation forms for their team performance for today as well as yesterday when they completed their own fingerprints.  \*Collect these forms from each team, paperclip each team please, and place these evaluation in the folders marked for that period. Thank you.  \*Ask students to bring a newspaper for tomorrow. | \*Team cooperation  \*Self evaluation sheets | |
| **10** | \*To review concepts of DNA, plus learn how crime investigators use DNA to identify criminals  \*To read for DNA evidence in local or most recent crimes. | \*Have students read over the DNA master (Front and Back) and discuss  \*Discuss this as a class, rather than teams  \*Have students look in newspapers to see if they find any crimes reported that mention DNA.  \*Discuss | Newspaper articles to address | |
| **11** | \*To review DNA concepts  \*To review fingerprint concepts  \*To use news to identify crime investigations requiring DNA | \*G o over the student’s answers to the fingerprinting packet. Be sure they have completed the half page of their fingerprint analysis  \*Review the concepts of DNA  \* If time, have students look in newspapers for crimes requiring DNA evidence. | | Discussion | |
| **12** | \*To understand what clues are used to compare writing samples  \*To understand how scientists can connect a recording of a voice to a person | \* Handout the packet on handwriting identification.  \*Read aloud with students and discuss information throughout the lesson.  \*Have students answer the Lesson 4 Assessment questions on another sheet of paper. Have them answer these by themselves rather than with their teammates.  \*Be sure name is on paper and turn them into their period folder. | | Lesson 4 Assessment | |
| **13** | \*To compare writing samples | \*Explain the Skills Lab on Measuring Writing. (Students already have this packet.)  \*Handout protractors, metric ruler, and tracing paper.  \*Have students follow the Procedure steps.  (Teacher should display an example on the board before students begin.) | | Skills Lab | |
| **14** | \*To investigate a crime scene | \*Each class (periods 1, 2, 3, 7, and 9) will be taken to a crime scene in the building.  \*They should take notebooks, cameras, pencils, to record data.  \*When they return to the classroom, they need to discuss as a team, what steps they need to take in this investigation. They should make a list, as they will be returning to the crime scene, tomorrow. | | Crime data | |
| **15** | \*To investigate a crime scene  \*To seek evidence for a crime they must solve | \*Today, each team will go separately to the crime scene to search for further evidence.  \*Such evidence to look for will be fingerprints, measurements, overall observation, handwriting ect.  \*When students return, they should collaborate their ideas of evidence. | | Investigation data | |
| **16** | \*To investigate a classroom crime | \* Investigative Teams will complete their analysis of the crime scene evidence. (Fingerprint, hair identification, ect. as on master.) | | Crime analysis of evidence | |
| **17** | \*To investigate a classroom crime  \*To write a summary of their team investigation. | \*Students should complete their team investigation.  \*Students need to write their own summary of their crime investigation in complete detail. This is due attached to the investigative worksheet to be turned in on Thursday.  \*Begin studying of all crime unit material for exam on Friday. | | Final investigation worksheet and summary to be turned in on Thursday | |
| **18** | \*To learn how a person’s rights are protected before, during, and after an arrest.  \*To learn how lawyers use exhibits in court.  \*To learn what the assigned roles of a judge, and impartial jury, and the lawyers at a criminal trial are. | \*Hand each team two packets, one for objective one, and one for objective two  \*One person in each team should read aloud the material for the rest of the group.  \*Discuss. Ask questions for each lesson. | | Oral discussion | |
| **19** | \*To review concepts of the CSI Unit | \*Have students study through their unit materials for a half an hour.  \* Teacher may ask questions at this point for review on the test.  \*Students need to study for homework for the final exam on the crime unit for tomorrow  \* Collect their Investigation homework assigned on Tuesday | | Investigation assignment  CSI Unit Exam | |
| **20** | \* To test for mastery of the CSI Investigation Unit concepts | \*Give each student a test copy and an answer sheet. Have them complete the test and turn in. | | CSI Exam | |